

**KENAI PENINSULA BOROUGH
SCHOOL DISTRICT**

**EDUCATIONAL SUPPORT PERSONNEL
EVALUATION PROCEDURES**

Revised 2/1/96

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BOARD OF EDUCATION POLICY STATEMENT

The Board of Education endorses the concept of written evaluation of all Educational Support Personnel by supervisors for the purpose of evaluating performance and to determine the competency level of the employee throughout the duration of employment. Evaluation procedures and format shall be determined and implemented at the discretion of the District Superintendent.

STATEMENT OF RESPONSIBILITY FOR SUPERVISION AND EVALUATION

The building administrator is responsible for the supervision and evaluation of all Educational Support Personnel in his/her building. S/he will submit written evaluations and make recommendations in accordance with negotiated agreements and personnel procedures outlined by the district.

Federal program employees, nurses and food service employees are under the direct supervision of the building administrator at their assigned building. The building administrator has the primary responsibility for directing them, their performance and evaluation. There must be considerable cooperation between the district director, supervisor or coordinator of these programs and the building administrator; however, the final responsibility for each employee's performance is the building administrator. The final written evaluations will be submitted to the Executive Director, Personnel. These recommendations will be implemented in accordance with the negotiated agreements and personnel procedures outlined by the district.

USE OF EVALUATIONS

The evaluation process is used to document performance, provide feedback, and gather information on which to base decisions for continued employment.

Permanent employees minimally are evaluated once a year. However, as long as process is followed, they may be evaluated as often as warranted.

ROLE OF ADMINISTRATORS

The building administrator has direct supervision and evaluation responsibility for the educational programs and all support employees assigned to the building. In cases where an employee serves more than one (1) building, the "Home Base School" supervisor shall have the responsibility for the formal evaluation of the employee. The "Home Base School" supervisor shall be assigned at the district level.

The program administrator shall define and interpret the functions of the program and its personnel. It is the program administrator's responsibility to interpret staff needs, assign program personnel, conduct program evaluation and insure program compliance with District, State and Federal guidelines.

The program administrator shall assume and/or assign responsibility for the professional guidance, supervision, development and evaluation of district-wide special program personnel, not assigned to a "Home Base School," i.e., nurses, district-wide special services aides.

The program administrator will work with the building administrator to insure that all programs meet the quality and standards set forth by District, State and Federal guidelines. The program administrator and the building administrator shall have joint responsibility in the development of personnel recommendations and evaluations where positions involve special programs with district-wide guidelines or where the program is regulated by the Federal and/or State government.

ACCESS TO THE EVALUATION

The evaluation may be reviewed upon request at reasonable times by the person evaluated or some other person(s) designated in writing by the person evaluated.

I. GUIDELINES FOR EVALUATION OF EDUCATIONAL

SUPPORT PERSONNEL

- A. Building administrators and Program Directors are responsible for a written evaluation for all Educational Support Personnel working for them. This evaluation will be submitted by specified dates to the Executive Director, Personnel.

- B. Both evaluator and employee will sign all written evaluations, goals or objectives. All employees will receive a copy of any evaluation before it is submitted to the Executive Director, Personnel.
- C. Following the formal evaluation conference, the employee will be allowed a period of three (3) work days to respond to the evaluation in writing. Such response will be made prior to the transmittal of the document to the personnel office. The response shall be attached to the evaluation form.

When an employee refuses to sign any evaluation document(s), a representative, at the request of the employee, shall initial the document(s) indicating the employee has, in fact, seen the document(s), but is refusing to sign said document(s). In the absence of a request by an employee, it shall become the responsibility of the immediate supervisor to initial such document(s).

II. STEPS IN THE EVALUATION PROCESS

PROBATIONARY EMPLOYEES

A. Initial Conference:

1. Hold the initial conference within the first five (5) working days.
2. Record initial conference on the form: Administrative Check List, Probationary Educational Support Personnel.

*Note: Administrators are required to carry out a transfer conference for all transferred employees who come under a new supervisor or job classification.

B. First Observation and Conference with Employee:

1. Make the first observation within forty-five (45) working days.
2. Hold the conference within ten (10) working days after the first observation.
3. Record observation, conference, if desired, on the Form: Support Evaluation Observation Document. This form is then filed in the building administrator's employee files during the evaluation cycle

C. Second Observation and Feedback with Employee:

1. Make the second observation within thirty (30) to sixty (60) working days.
2. Hold the conference within ten (10) working days after the second observation.

3. Record the feedback/conference on the Form: Support Evaluation Observation Document, if desired. This form is then filed in the building administrator's employee files while evaluation is in progress.

D. Three Month Evaluation and Recommendation for Permanent Status:

1. Complete KPBSD Performance Evaluation Report Educational Support Personnel form. This is the final probationary observation and a recommendation for continued employment or termination is required.

2. Send the Performance Evaluation Report Educational Support Personnel form to the Executive Director, Personnel, within five (5) days after the conference.

This process must be finalized within ninety (90) working days of hire.

III. STEPS IN THE EVALUATION PROCESS

PERMANENT EMPLOYEES

A. Transfer Conference for Transferred Employee:

1. Hold the transfer conference within the first five (5) working days of employment.

2. Record transfer conference on the Form: Administrative Check List, Permanent Educational Support Personnel Evaluation.

B. Permanent Employee Observation, Conference and Evaluation:

1. Hold an evaluation conference before March 1 of each year.

2. Use, if desired, forms: Support Evaluation Observation Document and Administrative Checklist Permanent Educational Support Personnel Evaluation.

3. Complete KPBSD Performance Evaluation Report Educational Support Personnel form.

4. Send the Performance Evaluation Report Educational Support Personnel form to the Executive Director, Personnel, by March 15.

If the employee is evaluated as "not satisfactory," refer to Section C, Permanent Employment Plan for Improvement

C. **Permanent Employee Plan for Improvement:**

Development of a Plan for Improvement whereby the evaluator and the employee set goals and develop a plan for improvement.

1. Complete KPBSD Form: Plan for Improvement.
2. Send the Educational Support Plan for Improvement attached to the performance Evaluation Report Educational Support Personnel form to the Executive Director, Personnel, within five (5) days after the conference.
3. Follow up as designated in the ESP Plan for Improvement.
 - a) The District recommends at least four target dates from one to two and one half weeks apart.
 - b) The Plan for Improvement shall be completed within 12 weeks.
4. Re-evaluate the employee and complete form: Performance Evaluation Report Educational Support Personnel.

•NOTE: None of these steps preclude more observation, conferences or evaluation. Any additional observation, conferences or evaluation may be done if the evaluator deems necessary. These steps indicate the minimum number of evaluations and steps in helping improve a permanent employee's performance.

IV: DEFINITION OF TERMS

201 File:

A permanent file of application, employment, and evaluation for each employee located in the district personnel office.

Building Administrator:

Principal, director, supervisor or coordinator who has responsibility for all educational programs and direct supervision and evaluation responsibility for all support employees assigned to his/her building.

Building Administrator Employee File:

A file kept in the office of the building administrator for holding evaluation documents in progress.

Calendar Days:

These days, for evaluation purposes, include weekends and holidays; they **do not** include the days of summer break.

ESP:

Educational Support Personnel.

Initial Conference:

The initial conference is held during the first 5 working days. The supervisor should be sure employee has job description and evaluation handbook and s/he understands the tasks for which s/he will be responsible and, expectations for satisfactory performance.

Permanent Employee:

An employee who has satisfactorily completed his/her probationary period.

Probationary Employee:

An employee appointed to a permanent position on a probationary basis for the first ninety (90) working days of his/her employment.

Probationary Period:

The probationary period begins upon employment and continues for sixty (60) working days. During the probationary period, an employee may be dismissed for lack of job skill, unsatisfactory performance as noted on the evaluation, or other reasons.

Program Administrator:

Director, supervisor or coordinator responsible for managing a federal, state or district program in compliance with federal, state or district guidelines.

Termination:

Discharge, resignation, or any other action severing employment with the School District.

Termination Procedures:

Procedures related to termination shall be in accordance with the negotiated agreement and KPBSD Policies.

Transfer Conference:

Supervisor is responsible for conducting a conference during the first 5 days of work. Supervisor should be sure employee is aware of specific tasks which may differ from previous site and is aware of evaluation process.

REFERENCES: Negotiated Agreement - Articles 12, 13, & 14
KPBSD Policies 4210, 4215 BP, 4310, 4315 BP

V. EXPLANATION OF FORMS

Administrative Check-List Probationary Educational Support Personnel

This check-list is to be followed in the evaluation process of probationary employees. It should be completed by the building administrator when a new or transferred employee reports to work and kept in the building administrator's employee file. Each step should be dated and initialed as it is completed. When the employee is assigned permanent status, it may be removed from the file.

Administrative Check List Permanent Educational Support Personnel Evaluation

This check-list is used for the evaluation of permanent employees. It should be completed by the building administrator and kept in the building administrator's employee file. At the end of each school year it may be removed from the file.

Support Evaluation Observation Document

This form is an optional form that may be helpful when doing observations.

Kenai Peninsula Borough School District Performance Evaluation Report Educational Support Personnel

This form is used for probationary and permanent employee evaluations, must be signed by the evaluator and employee, and sent to the Personnel Office for inclusion in the employee's 201 file.

Educational Support Personnel Career Development and Training Plan

When a plan for improvement is developed for a probationary employee, a copy is attached to the Kenai Peninsula Borough School District Performance Evaluation Report Educational Support Personnel.

This form is optional in the career development and/or plan for improvement of a permanent employee.

Plan for Improvement

This form is used for permanent employees who are not satisfactory in their duties. There must be an initial plan for improvement signed by the evaluator and the employee and the completed/final plan signed off by the evaluator and employee and sent to the Personnel Office.

← **90 Work Days** →

- First Week of Employment ~ Initial Conference
- Within the First 45 Work Days ~ First Observation
 - The conference must be held within ten (10) working days from observation
 - Plan for Improvement, if necessary
- Within 30-60 Work Days ~ Second Observation
 - The conference must be held within ten (10) working days from observation
- Evaluation/Recommendation within 90 working days

To be kept in employee's file at building level.

ADMINISTRATIVE CHECKLIST Probationary Educational Support Personnel

Employee _____ Position _____ School Year _____ Date of Hire _____

Evaluation Due On	Type of Evaluation	Description	Date Completed	Initials
I	Initial Conference	<p>This conference should take place within the first five (5) working days. Items to be discussed are:</p> <p>job descriptions, duties, expectations, mandatory training, working conditions, evaluation process.</p>		
				Evaluator
II	a. 1 st Observation Session	<p>Within the first forty-five (45) working days.</p>		
	b. 1 st Conference	<p>The first conference will be within ten (10) working days following the 1st observation session. The Support Evaluation Observation Document may be used and filed at the building level.</p> <p>Goals set: yes <input type="checkbox"/> no <input type="checkbox"/></p> <ul style="list-style-type: none"> • If the evaluation is satisfactory or better, file at building level. • If the answer to b is yes, proceed to c. <p>Develop a Plan for Improvement and send to the Human Resources Director within five (5) working days.</p>		Evaluator
III	a. 2 nd Observation Session	<p>Within 30-60 working days</p>		
	b. 2 nd Conference and Written Evaluation	<p>The 2nd conference will be within the (10) working days after the 2nd observation. The Support Evaluation Observation Document may be used and filed at the building level.</p>		Evaluator
IV.	Evaluation & Recommendation for Permanent Status or Termination	<p>Complete evaluation and recommendation for continued employment (or termination) and send to the Human Resources Director within ninety (90) working days.</p>		
				Evaluator

To be kept in employee's file at building level.

ADMINISTRATIVE CHECKLIST
Permanent Educational Support Personnel Evaluation

Employee	Classification	School Year
I		Initial conference for transferred permanent employee's are to be completed within the first five (5) working days. This includes work rules, job description, expectations, etc.
Date:	Evaluator's Initials:	
<hr/>		
II		An observation session is to be completed by March 1.
Date:	Evaluator's Initials:	
Date:	Evaluator's Initials:	Conference to be completed by March 15 with a written report sent to the Human Resources Director. If employee is evaluated as "not satisfactory" goals should be set and a copy included with the form Plan for Improvement.
<hr/>		
III		If employee needs improvement and goals are set, a monitoring record will be kept in school employee's file to be completed within twelve (12) weeks.
Date:	Evaluator's Initials:	
Date:	Evaluator's Initials:	At the conclusion of the Plan for Improvement, the completed form and a new evaluation will be sent to the Human Resources Director.

**SUPPORT EVALUATION
OBSERVATION DOCUMENT
~ Optional ~**

Employee	Position(s)	Observer	Observation Date
Observation #	Beginning Time	Ending Time	Job Being Performed
1 2 3 4			

This observation was: scheduled unscheduled with employee

Employee Signature

Date

Administrator Signature

Date

KPBSD

Evaluation Indicators

The support employee

The following are definitions of the areas of performance in which support employees of the Kenai Peninsula Borough School District will be evaluated. The definitions are designed to communicate to the evaluator and employee, a general understanding of the type of performance expected.

WORK HABITS	JOB PERFORMANCE	INTERPERSONAL RELATIONSHIPS
<ul style="list-style-type: none">• reports to work regularly• observes time schedule, including starting time and lunch hours• observes District and State rules and regulations• is able to accomplish tasks with minimum degree of supervision• conscious of appropriate attire, and maintains personal habits for success on the job• uses and maintains equipment and supplies in a safe and efficient manner.• is aware of OSHA and health standards	<ul style="list-style-type: none">• understands concepts, skills and responsibilities of job• works accurately and in a timely manner• organizes own time and activities effectively• sets goals and prioritizes assignments• anticipates future needs and problems and plans for them• appears to enjoy job as demonstrated by enthusiasm and a positive attitude• accepts criticism and suggestions and uses them when offered• is able to deal with new situations and difficulties• takes initiative to perform the scope of job description• maintains confidentiality pertaining to students, staff, and district• work area maintained to be neat, well organized and functional	<ul style="list-style-type: none">• maintains a healthy relationship with subordinates and supervisors• displays maturity and emotional balance in working with others• relates with public in a cooperative and positive manner• demonstrates empathy, admiration, understanding, and respect to pupils• is aware of security procedures within building• willingly accepts directives and suggestions, cooperative, initiates positive feedback
		SUPERVISORY SKILLS
		<ul style="list-style-type: none">• properly provides training and instruction for job improvement and development of subordinates for greater responsibilities• provides input for evaluation• is able to anticipate and recognize changing circumstances and conditions affecting his/her department• consistently, properly and fairly delegates and distributes workload• maintains operational economy in regard to equipment, supplies and time

Kenai Peninsula Borough School District Performance Evaluation Report

Educational Support Personnel

Employee Name _____ Location _____

	Employee Status
<input type="checkbox"/>	Permanent
<input type="checkbox"/>	Probationary

Job Title _____ Date of Hire _____ Date of Report _____

Please check one box only for each category.

Attendance	Work Attitude	Training & Directing Subordinates
<input type="checkbox"/> -	<input type="checkbox"/> Exceeds Standards	<input type="checkbox"/> Exceeds Standards
<input type="checkbox"/> SkillBuilding for Professional Growth	<input type="checkbox"/> Effective-Meets Standards	<input type="checkbox"/> Effective-Meets Standards
<input type="checkbox"/> Not Satisfactory	<input type="checkbox"/> SkillBuilding of Professional Growth	<input type="checkbox"/> SkillBuilding for Professional Growth
Observation of Work Hours	<input type="checkbox"/> Not Satisfactory	<input type="checkbox"/> Not Satisfactory
<input type="checkbox"/> Effective-Meets Standards	<input type="checkbox"/> N/A	<input type="checkbox"/> N/A
<input type="checkbox"/> SkillBuilding for Professional Growth	Resourcefulness	Evaluating Subordinates
<input type="checkbox"/> Not Satisfactory	<input type="checkbox"/> Exceeds Standards	<input type="checkbox"/> Exceeds Standards
Compliance w/Rules & Directives	<input type="checkbox"/> Effective-Meets Standards	<input type="checkbox"/> Effective-Meets Standards
<input type="checkbox"/> Effective-Meets Standards	<input type="checkbox"/> SkillBuilding of Professional Growth	<input type="checkbox"/> SkillBuilding of Professional Growth
<input type="checkbox"/> SkillBuilding for Professional Growth	<input type="checkbox"/> Not Satisfactory	<input type="checkbox"/> Not Satisfactory
<input type="checkbox"/> Not Satisfactory	<input type="checkbox"/> N/A	<input type="checkbox"/> N/A
Personal Appearance	<input type="checkbox"/> Confidentiality	Planning & Organizing Work-
<input type="checkbox"/> Effective-Meets Standards	<input type="checkbox"/> Exceeds Standards	<input type="checkbox"/> Exceeds Standards
<input type="checkbox"/> SkillBuilding for Professional Growth	<input type="checkbox"/> Effective-Meets Standards	<input type="checkbox"/> Effective-Meets Standards
<input type="checkbox"/> Not Satisfactory	<input type="checkbox"/> SkillBuilding of Professional Growth	<input type="checkbox"/> SkillBuilding of Professional Growth
Safe Use of Equipment & Supplies	<input type="checkbox"/> Not Satisfactory	<input type="checkbox"/> Not Satisfactory
<input type="checkbox"/> Effective-Meets Standards	<input type="checkbox"/> N/A	<input type="checkbox"/> N/A
<input type="checkbox"/> SkillBuilding for Professional Growth	Appearance of Work Area	Operational Economy
<input type="checkbox"/> Not Satisfactory	<input type="checkbox"/> Exceeds Standards	<input type="checkbox"/> Exceeds Standards
Knowledge of Work	<input type="checkbox"/> Effective-Meets Standards	<input type="checkbox"/> Effective-Meets Standards
<input type="checkbox"/> Effective-Meets Standards	<input type="checkbox"/> SkillBuilding of Professional Growth	<input type="checkbox"/> SkillBuilding of Professional Growth
<input type="checkbox"/> SkillBuilding for Professional Growth	<input type="checkbox"/> Not Satisfactory	<input type="checkbox"/> Not Satisfactory
<input type="checkbox"/> Not Satisfactory	<input type="checkbox"/> N/A	<input type="checkbox"/> N/A
<input type="checkbox"/> N/A	Consideration Of Public & Co-Workers	
Quality of Work	<input type="checkbox"/> Exceeds Standards	
<input type="checkbox"/> Effective-Meets Standards	<input type="checkbox"/> Effective-Meets Standards	
<input type="checkbox"/> SkillBuilding for Professional Growth	<input type="checkbox"/> SkillBuilding of Professional Growth	
<input type="checkbox"/> Not Satisfactory	<input type="checkbox"/> Not Satisfactory	
<input type="checkbox"/> N/A	<input type="checkbox"/> N/A	
Quantity of Work	Pupil Contacts	
<input type="checkbox"/> Effective-Meets Standards	<input type="checkbox"/> Exceeds Standards	
<input type="checkbox"/> SkillBuilding for Professional Growth	<input type="checkbox"/> Effective-Meets Standards	
<input type="checkbox"/> Not Satisfactory	<input type="checkbox"/> SkillBuilding of Professional Growth	
<input type="checkbox"/> N/A	<input type="checkbox"/> Not Satisfactory	
Planning & Organization	<input type="checkbox"/> N/A	
<input type="checkbox"/> Effective-Meets Standards	Acceptance of Supervision	
<input type="checkbox"/> SkillBuilding for Professional Growth	<input type="checkbox"/> Exceeds Standards	
<input type="checkbox"/> Not Satisfactory	<input type="checkbox"/> Effective-Meets Standards	
<input type="checkbox"/> N/A	<input type="checkbox"/> SkillBuilding of Professional Growth	
	<input type="checkbox"/> Not Satisfactory	
Probationary Employees	<input type="checkbox"/> N/A	

Evaluator Comments:

If employee is evaluated as not satisfactory, a Plan for Improvement must be attached. If an employee is evaluated as needing SkillBuilding for professional Growth, a plan should be developed at the building level.

- I DO recommend employee be granted permanent status.
- I DO NOT recommend employee be granted permanent status.

Evaluator's Signature

Employee's Signature _____ Title _____ Date _____

Evaluator's Signature _____ Title _____ Date _____

Employee Comments _____

PLAN FOR IMPROVEMENT

Employee's Signature

Evaluator's Signature

Initial
Date

Target Date
for
Completion

Area that needs improvement (taken from Performance Evaluation Report)	GOALS(S) TO IMPROVE PERFORMANCE	FOLLOW-UP ON GOALS		
		<i>Observed date</i>	<i>Observed date</i>	<i>Goal Met</i> <input type="checkbox"/>
		<i>Conference date</i>	<i>Conference date</i>	<i>Goal Not Met</i> <input type="checkbox"/>
		<i>Observed date</i>	<i>Observed date</i>	<i>Goal Met</i> <input type="checkbox"/>
		<i>Conference date</i>	<i>Conference date</i>	<i>Goal Not Met</i> <input type="checkbox"/>
		<i>Observed date</i>	<i>Observed date</i>	<i>Goal Met</i> <input type="checkbox"/>
		<i>Conference date</i>	<i>Conference date</i>	<i>Goal Not Met</i> <input type="checkbox"/>
		<i>Observed date</i>	<i>Observed date</i>	<i>Goal Met</i> <input type="checkbox"/>
		<i>Conference date</i>	<i>Conference date</i>	<i>Goal Not Met</i> <input type="checkbox"/>

The District recommends at least four target dates from 1 to 2 ½ weeks apart. Plan for Improvement shall be completed within 12 weeks. Send completed Plan for Improvement to Human Resources Director.

Evaluator's Signature

Completion Date

**EDUCATIONAL SUPPORT PERSONNEL
CAREER DEVELOPMENT AND TRAINING**

Name Location Date of Hire

Position How Long in Present Position

REPORT PERIOD FROM: TO:

1. Training identified to better qualify employee for his/her present position
2. What employee can do on his/her own to better qualify him/herself? a. When does employee plan to do this? b. How does employee plan to do this?
3. What official training/experience can the employer recommend? a. On-job training: b. Training courses: c. Education, materials, equipment, etc. (by name and type☺)
4. Completion date

Employee Signature

Evaluator Signature

Date

Date